

FROM THE PRINCIPAL

Dear Parents and Community Members,

Albany Options School is an alternative high school and GED preparation and testing site in GAPS. Students come to us by choice or through referral. AOS provides an opportunity for students to experience academic success in a non-threatening, non-traditional setting. Our staff attempts to engage students each day in meaningful learning that allows students to achieve growth, both academically and socially. We use a variety of instructional strategies and methodology focusing on the Rigor, Relevance and Relationships in the classroom.

Key Successes during the 2013-2014 school year:

We implemented Essential Skills classes for Reading, Writing and Math interventions. This has helped improve the graduation rate. We have aligned the curriculum to the state standards and the CCSS. This has allowed teachers to become more aware of what they are teaching and how it meets the state standards. We participated in professional development which included increasing student engagement strategies in the classroom with a focus on students of poverty. Also, we have created Peer to Peer Teacher Observations/Learning Walks. Both have raised teacher awareness to meet individual student and whole group needs for learning. We have extended the school day to increase student contact, learning and

increased credit opportunities by adding two and three quarter hours to the school schedule.

Priorities for the 2014-2015 school year:

We will continue with Essential Skills intervention classes in Reading, Writing and Math. We will continue to align the curriculum with the CCSS. We will continue our professional development with strategies to increase student engagement in the classroom. We will continue with our Peer to Peer Observation and teacher Learning Walks. We will continue an extended day schedule and increase learning opportunity through Summer School and Service Learning.

We are committed to your students and have pledged to deliver the best possible education you expect from our high school. You can help by monitoring your student's daily homework, attending parent teacher conferences, or volunteering at AOS. You can review your student's assignments and grades at any time by logging on to the Parent Portal available on our web page. We look forward to partnering with you over the coming year to make sure all of our students reach their potential.

Thank you,

Principal | John Hunter

SCHOOL PROFILE

Enrollment 2013-14	251
Change from previous year	+87.3%
Students attending 90% or more of enrolled days	47.4%

Note: a "*" is displayed when the data must be suppressed to protect student confidentiality.

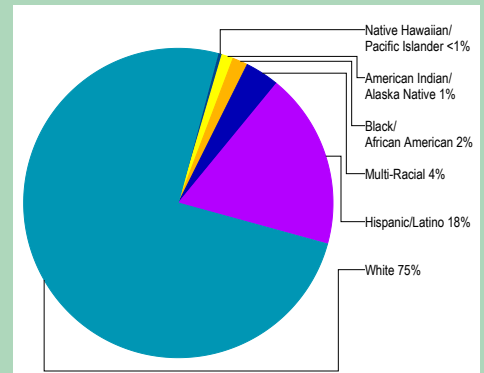
Select Demographics 2013-14

English Learners 8%
Students who have ever been eligible for or participated in a program to acquire academic English.

Economically disadvantaged 41%
Students with disabilities 19%

Number of different languages spoken: 5

STUDENTS

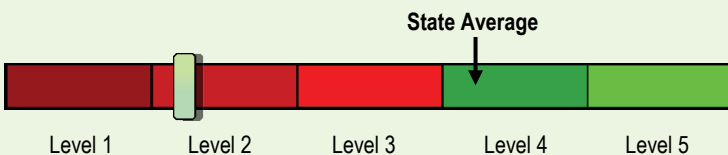


OVERALL STATE RATING

HOW ARE STUDENTS AT THIS SCHOOL PERFORMING COMPARED TO THOSE AT OTHER SCHOOLS?

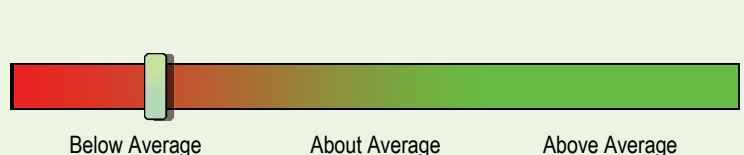
The overall state rating is intended to summarize this school's particular successes and challenges. It is based on a combination of up to five factors. Three of these factors come from standardized test scores in reading and math: student achievement, student growth, and the growth of underserved subgroups. High schools are also rated on the overall graduation rate for the school and the graduation rates of underserved subgroups. Please be aware that this rating is based mainly on high-stakes testing and accordingly, represents a limited view of student performance. Other aspects of this report card are designed to put this rating in the proper context.

Compared to all schools statewide in 2013-14, this school is rated as Level 2.



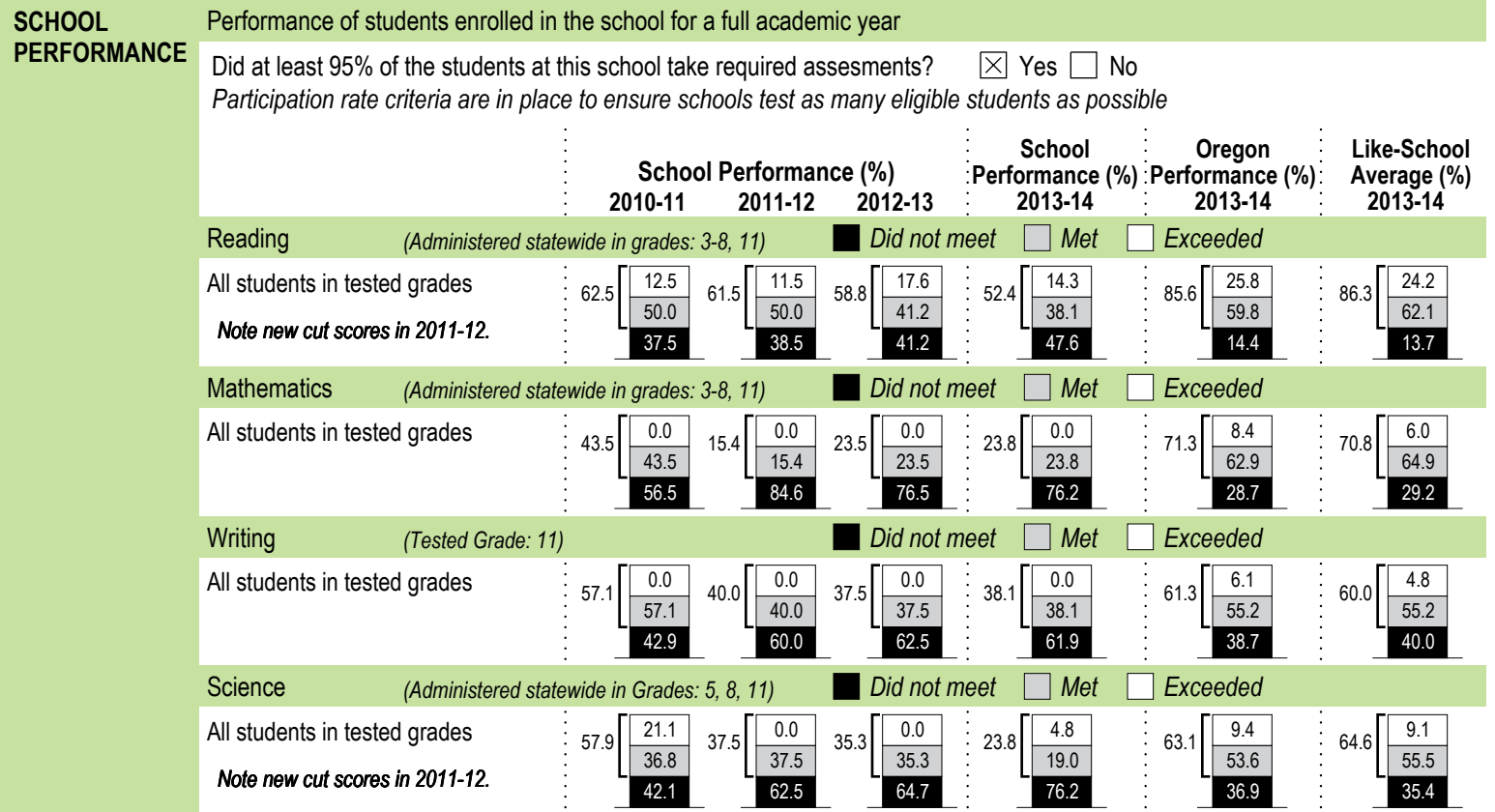
- Level 1** = Falls into the bottom 5% of schools
- Level 2** = Falls between 5% and 15% of schools
- Level 3** = Falls between 15% and 44% of schools
- Level 4** = Falls between 44% and 90% of schools
- Level 5** = Falls into the top 10% of schools

Compared to high schools with similar student demographics in 2013-14, this school's rating is below average.



- Below average** = Falls into the bottom third of comparison schools
- About average** = Falls into the middle third of comparison schools
- Above average** = Falls into the top third of comparison schools

PROGRESS ARE STUDENTS MAKING ADEQUATE GAINS OVER TIME?



Visit www.ode.state.or.us/go/data for additional assessment results.

Note: a "*" is displayed when data are unavailable or to protect student confidentiality.

OUTCOMES WHAT ARE STUDENTS ACHIEVING IN HIGH SCHOOL?

COLLEGE AND CAREER READINESS	Students preparing for college and careers.	School Performance (%)	School Performance (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
		2010-11	2011-12	2012-13	2013-14	2013-14
Freshmen on track to graduate within 4 years		NA	NA	NA	*	79.4
Students taking SAT		2.2	--	1.7	0.0	36.0
		School Performance (%)	School Performance (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
		2009-10	2010-11	2011-12	2012-13	2012-13
GRADUATION RATE	Students graduating with a regular diploma within four years of entering high school.	11.3	17.0	12.2	18.1	74.5
Overall graduation rate						
COMPLETION RATE	Students receiving a regular, modified, extended, or adult high school diploma or completing a GED within five years of entering high school.	70.0	62.3	61.9	70.0	80.1
Overall completion rate						
DROPOUT RATE	Students who dropped out during the school year and did not re-enroll.	7.8	8.5	10.6	9.5	--
Overall dropout rate						
	<i>Note: Dropout methodology change in 2012-13.</i>					
		School Performance (%)	School Performance (%)	School Performance (%)	Oregon Performance (%)	Like-School Average (%)
		2008-09	2009-10	2010-11	2011-12	2011-12
CONTINUING EDUCATION	Students continuing their education after high school.	17.5	45.5	27.3	21.0	58.3
Students who enrolled in a community college or four-year school within 16 months of graduation						

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OUTCOMES FOR KEY STUDENT GROUPS AT THIS SCHOOL COMPARED TO THE SAME GROUPS STATEWIDE

STUDENT GROUP OUTCOMES	School Performance (%)	Oregon Performance (%)	School Compared to OR Average	School Performance (%)	Oregon Performance (%)	School Compared to OR Average	School Performance (%)	Oregon Performance (%)	School Compared to OR Average
	Economically Disadvantaged				American Indian/Alaska Native			Native Hawaiian/Pacific Islander	
On Track	*	68.8	*	On Track	*	61.4	On Track	*	69.7
Graduation	16.9	60.4	-43.5	Graduation	--	51.6	Graduation	--	63.6
Completion	66.3	77.3	-11.0	Completion	0.0	67.9	Completion	--	77.0
Dropout	8.5	3.8	+4.7	Dropout	20.0	8.0	Dropout	--	5.0
English Learners				Asian			White		
On Track	*	70.3	*	On Track	*	92.4	On Track	*	81.1
Graduation	0.0	58.0	-58.0	Graduation	--	83.8	Graduation	16.7	71.0
Completion	70.0	69.1	+0.9	Completion	--	87.8	Completion	68.9	83.9
Dropout	10.0	5.0	+5.0	Dropout	--	1.5	Dropout	9.8	3.5
Students with Disabilities				Black/African American			Female		
On Track	*	61.4	*	On Track	*	67.0	On Track	*	82.1
Graduation	11.1	37.2	-26.1	Graduation	--	57.1	Graduation	24.2	73.2
Completion	51.9	64.2	-12.3	Completion	100.0	71.0	Completion	73.6	84.4
Dropout	15.3	6.0	+9.3	Dropout	20.0	6.2	Dropout	9.4	3.3
Migrant				Hispanic/Latino			Male		
On Track	*	68.3	*	On Track	*	69.9	On Track	*	75.1
Graduation	0.0	55.1	-55.1	Graduation	19.4	60.8	Graduation	15.3	64.3
Completion	75.0	69.7	+5.3	Completion	73.9	74.1	Completion	67.2	78.9
Dropout	0.0	4.8	-4.8	Dropout	8.2	5.2	Dropout	9.6	4.6
Talented and Gifted				Multi-Racial					
On Track	*	95.5	*	On Track	*	79.8			
Graduation	0.0	90.5	-90.5	Graduation	50.0	67.2			
Completion	100.0	96.4	+3.6	Completion	75.0	82.3			
Dropout	0.0	0.5	-0.5	Dropout	0.0	4.5			

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On-Track data is based on the 2013-14 school year; all other data is based on the 2012-13 school year.

See previous page for outcome definitions.

CURRICULUM & LEARNING ENVIRONMENT WHAT IS THIS SCHOOL DOING TO IMPROVE STUDENT LEARNING AND TO PREPARE STUDENTS FOR THE FUTURE?

SCHOOL READINESS	<p>Daily breakfast, lunch & dinner program</p> <p>Counseling for academic, emotional, and behavioral needs</p> <p>Bullying and harassment prevention programs (PBIS)</p> <p>FACT: Partnership with local agencies to provide family support</p>	<p>AOS ROCKS Character Education Program: R-Responsibility, O-Ownership, C-Courage, K-Knowledge, and S-Safety</p>
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Data and information in the Curriculum and Learning Environment section was provided by local schools and districts and was not verified by the Oregon Department of Education.

CURRICULUM & LEARNING ENVIRONMENT CONTINUED . . .

ACADEMIC SUPPORT

English Language Development program support
Special Education services
Study skills strategies course
Education assistants who provide individualized academic support
Additional academic time and support outside the school day/Extended School day
School wide intervention classes for student support

ACADEMIC ENRICHMENT

World Language Courses
Spanish 1 & 2 offered
Honors & Dual Enrollment Courses
10% Dual Enrollment in course at Linn-Benton Community College
AP Courses online in social science, English, mathematics, and science
Special Programs
GED preparation and testing center
Tag Programs

CAREER & TECHNICAL EDUCATION

Career Day
Service learning projects with local community organizations
Counseling Center /Career Center: scholarships and career exploration
Foods/Family and Consumer Studies/Elementary Mentors

EXTRACURRICULAR ACTIVITIES

Service learning projects with local community organizations/Saturday Academies
School garden/Horticulture Program
Journalism/School Newspaper
Clubs available upon student request
Partnership with Boys and Girls Club
Leadership Program/Project Citizen
AOS students may compete in athletics with their home school

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FEDERAL TITLE I DESIGNATION

Priority Focus Model

Priority Schools are high poverty schools that were ranked in the bottom 5% of Title I-A schools in the state based on Oregon's rating formula. These schools generally have overall very low achievement and limited growth over time. Additional supports and interventions to make improvements are needed.

Priority and Focus school designations were based on 2011-12 data. Model school designations were based on 2013-14 data.